



# Equality Information and Objectives

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# HISP Multi Academy Trust

## Equality Information and Objectives

### 1. Aims

The HISP MAT and its schools aim to meet obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Create an inclusive environment that fosters good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and principles as set out in this statement are published and communicated throughout our schools, including to staff, pupils/students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for ensuring monitoring the achievement of the objectives on a daily basis to the Headteacher/Head of School.

The equality link Trustee/Governor will:

- Maintain a focus on equality and equality objectives within meetings, linking with appropriate events, training and colleagues
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training and act as a positive role model
- Report back to the Trust/Academy Committee regarding any issues.

The Headteacher/Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to Governors.

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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in [section 8](#).

### 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive induction training which reflects the Equality Act, and all staff receive refresher training within safeguarding annual training. If discrimination is identified it can be escalated through a number of policies including staff code of conduct, staff discipline or grievance.

### 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the MAT and school aims are to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities. Our intention is that all children and adults can play a full part in our organisation and schools, both within schools to activities including trips that go beyond the schools. Ensuring access is critical in this respect.

In fulfilling this aspect of the duty, the school will:

- Publish relevant attainment data showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and include where relevant in the SEF (Self Evaluation Form)
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying in relation to any particular characteristic)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

### 6. Fostering good relations

The MAT and schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and

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relationship, sex and health education (RSHE), but also activities in other curriculum areas.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local communities and encouraging engagement with the school
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils/students within a school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### 7. Equality considerations in decision-making

Our schools ensure they have due regard to equality considerations whenever significant decisions are made.

Our schools consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays or celebrations
- Is accessible to pupils with disabilities
- Has equivalent facilities for our pupils/students.

### 8. Equality objectives

#### Objective 1

To be at the forefront of thinking on recruiting, retaining and supporting the career development of staff from diverse backgrounds and protected characteristics.

Why we have chosen this objective:

- In 2019, 85.7% of all teachers in state-funded schools in England were White British (where ethnicity was known)
- 78.5% of the working age population was White British at the time of the 2011 Census
- 3.8% of teachers were from the White Other ethnic group, the second highest percentage after the White British group
- 92.7% of headteachers were White British
- 75.8% of teachers were women, and there were more female than male teachers in every ethnic group (DfE, Feb 2021)

Statistics around LGBTQ+ representation was difficult to ascertain, less than 1% teacher workforce is registered disabled (DfE, 2018).

It is important that our staff reflect the society at large and the communities that they serve to inspire and widen the cultural horizons of our young people.

To achieve this objective, we plan to: Be fully engaged with the work of ASCL BAME Network and other national organisations with the view to being involved in research/ pilot schemes that genuinely have impact on diversifying our staff. With better recording we will also reflect on the potential for unconscious bias, adding training where necessary.

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### Objective 2

To build towards a MAT-wide process that aims to recruit within groups and communities that do not naturally lean towards working in schools and support them throughout their careers.

Why we have chosen this objective: Nationally retention is lower for BAME teachers than their white counterparts (from IOE, UCL report 2020). Again, there is less strong evidence for other protected groups but a NASUWT report from 2013 found that 60% of LGBTQ+ teachers have experienced bullying or harassment at work.

To achieve this we plan to: Develop a programme that reaches out to groups and communities to encourage them to consider ITT and then provides support, possibly through mentoring and coaching, that enables Early Careers Teachers to thrive and for them to move into leadership roles, if desired. This work could be supported by national accreditation as a diverse employee (National Centre for Diversity or similar).

## 9. Monitoring arrangements

The Trustees will ensure the MAT updates the equality information we publish, at least every year.

This document will be reviewed and approved by the DEIC committee of the Trust Board annually and progress shared.

## 10. Links with other policies

This document links to the following policies:

- Recruitment and selection policy
- Child protection and safeguarding
- Behaviour policies
- Accessibility plan
- Risk assessments